

AMERICAN JOURNAL OF EDUCATION

Universal Education—The Safety of a Republic.

Vol. XXI.

ST. LOUIS, APRIL 9, 1888.

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ST. LOUIS, APRIL 9, 1888.

No. 4.

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NOMINATIONS for a successor to Chief Justice Waite being in order, what happier suggestion can be made than that of T. M. Cooley, who has added to the other evidences of his attainments the accepted work upon U. S. Constitutional Law.

THE people of the South, in all the States, are in favor of the Blair Bill by a very large majority.

Let the Committee on Education in the House of Representatives report the bill early—as it passed the Senate for the third time—for action.

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\$77,000,000 of money would help materially in all these directions.

The United States Senate, by an increased majority, vote to give this. What are the teachers doing to secure it?

If we do not now secure \$77,000,000 of money for educational purposes, whose fault will it be? Are we all doing our duty to secure this?

LET the people demand an early report and the passage of the Blair Bill by the House of Representatives.

It has passed the Senate three times; each time by an increased affirmative vote. Thirty-three, thirty-six and the last time an affirmative vote of thirty-nine. It is well understood that the Education Committee has again been carefully packed, as it was two years

ago, by Mr. Carlisle, to prevent a favorable report, or indeed any report. If the House should get a chance to vote it would pass the measure, and by a large majority, but it is not to have the chance. To throttle the bill in the committee, is the only resource left it seems that will be employed by the conspirators Carlisle & Co.

Of course this will not be the end of the question. The evidence that the Southern people are becoming more and more aroused upon it abound. If this were not the case, we should see a different course taken by the Senators from North Carolina, Florida, and Georgia. It may be safe enough for the Delaware Senators, and for those from Kentucky, to stand upon a hide-bound Bourbon platform, but men who appreciate the movements of enlightenment in the South do not now array themselves either as partisans or as the accomplices of illiteracy and its inevitable and ruinous results among the people.

The Committee on education in the House of Representatives who are responsible for reporting or for delaying of this beneficent measure consists of Allen D. Candler, of Georgia. Peter P. Mahoney, of New York. William H. Crain, of Texas. Asher G. Caruth, of Kentucky. Charles R. Buckalew, of Pennsylvania. Edward Lane, of Illinois. James E. Cobb, of Alabama. John B. Pennington, of Delaware. James O'Donnell, of Michigan. Joseph D. Taylor, of Ohio. Charles A. Russell, of Connecticut. James J. Belden, of New York. James B. White, of Indiana.

Friends of this bill had better write direct to members of this committee urging them to report the bill early for action.

WE can secure \$77,000,000 now by united, immediate action, to lengthen the school terms and to increase the compensation of our underpaid and overworked teachers. Can we

not have this immediate and united action? We ought to have it?

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Constitutions and governments directly make no man rich.

The law makes no man rich—except it is the lawyer.

Government and law are the great provisions man has made for the organization of human society, and they have their supreme value in this, that they create conditions under which the best work of the mind is done.

You cannot take danger out of life, thank God, but you can take out of life the lower dangers. And the whole tendency of progress is toward the removal of the lower, the more immediate dangers, so that a man may be free to encounter the higher dangers that train his manhood and ennoble his life."

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How deeply black is the night of the mind that Carlisle & Co. stand for in keeping six millions of our people in illiteracy.

THESE teachers work for and come to impart a new impetus to all right progress. Let us give them hail and welcome.

THIS mob of six millions of illiterates is the victim of darkness; the shame of democracy; the standing menace to progress, law and order. It is our first duty to relieve it—to educate it for the duties and responsibilities of citizenship.

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EVERY acre of land given for education by the Government in all its history past and present, is an endorsement of the Blair Bill.

EVERY appropriation made for the Indian Schools is an endorsement of the Blair Bill.

THE transformation of the mob of illiterates into people, becomes our duty at once.

THE last word of illiteracy is stupor. This is the night of the soul brooding over six millions in this country to-day.

THIS whole mass of illiterates creeps in the darkness of blindness—not having the power to love their country—only to hate it.

It is not one session of the school, one season, that the real teacher illumines—it is the whole of humanity now on to the end of time. This is their work.

THE members of the United States Senate say—by voice and by vote—that the work done by our teachers is so vast, so important, that we will

vote \$77,000,000 to sustain and reinforce it. What do the teachers say?

WHAT stupidity and criminality it is on the part of Carlisle & Co. to defeat the will of the people, in reference to this measure of Federal Aid for Education.

CERTAINLY a large majority of the intelligent people of the South are in favor of the Blair Bill. It is claimed by those best posted, who are on the ground, that two-thirds of the people favor Federal Aid for education.

This would be, by all means, the most equitable way to dispose of the surplus. The money belongs to the people. They paid it into the United States Treasury. The politicians did not pay it in. They produce less of value than any other class of people—and yet Carlisle enters into a conspiracy with other unscrupulous politicians to prevent action on the Blair Bill in the House of Representatives. They can "handle" ignorance and illiteracy, but are afraid of intelligence among the people.

MR. SAVAGE AGAIN.

IT is indeed fortunate that the so-called learned professions yet retain sufficient self-respect to insist upon an elementary education as a preparation. And yet one must be densely ignorant of the facts in the case if he does not know that no college or high school or academy seeks to make specialists; that no institution so perverts the idea of "a liberal education" and that, as a fact, but a small proportion even of the graduates seek professional life. It is unfortunately true that none are so blind as those who will not see. The fact that it was shown in St. Louis that 1,200 boys had taken to 105 different pursuits, that the annual average of professional men was less than one a year, has had no effect upon the assertions of local political philosophers. Hence it must not be ascribed to Mr. Savage as a fault that he displays this same innocent ignorance, though the validity of his conclusions is thereby greatly impaired.

The third argument assumes a conflict between the needs of those who continue their course as far as the higher grades and of those who close their school-days as soon as they can earn a dollar a week for home consumption. As an educational fact, such a conflict is wholly imaginary. The boy who is to pursue a professional career learns his Reading, Writing, Arithmetic, Geography, History and Spelling in precisely the same way and with precisely the same object as the boy who is to evolve into a cash-boy.

The defects of the schools lie in a direction quite different—in an attempt to teach—not what is best worth and of universal value—but all that may ultimately become desirable

for one to know. The smattering of which complaint is so frequently made, is not caused by the existence of higher grades, but by the persistent demand of persons that the child shall be taught to sew, to cook, to draw, to sing—that he shall be so taught that if he leaves school in the fourth grade he shall be armed for all human needs. This unintelligent pressure from those who are willing to experiment with other persons' children, has resulted in the supply of teachers who are willing to say that all these things can be done in conjunction with proper attention to the legitimate work of the school-room. One would think that persons had no acquaintance with children and were equally ignorant of human experience. Those who leave school at the age of ten years should have received four years' value in the way of regular studies—but it should not be a matter of surprise that their attainments are limited in extent; and it should be the occasion for commiseration rather than the plea for limiting human necessities by the prosperity of the least fortunate.

Coming to the assertive portion of Mr. Savage's article, we find that the first end of public education is to fit children for citizenship; the requirements for this are—as he states,—1, fitness for self-support; 2, intelligent use of his ability; 3, intelligent morality.

No one with genuine interest in education will dispute the desirableness of these ends.

But as soon as the general statements begin their conversion into specific measures, we must differ entirely from Mr. Savage. To attain the first, he insists upon Industrial Education. Without denying the possibility or desirability of some attention to this as an optional course, we cannot but see that the remedy is only another form of the disease under treatment.

Mr. Savage inadvertently omits his recipe for the communication to children of from six to ten years of age "so much general intelligence as shall make it safe for them to become citizens." He seems to have himself forgotten the recent Civil War, whose honors rest not upon "political upholders," but upon men who, however subject to reproach as men ignorant of books, yet vindicated their political intelligence in a manner which should humble such wise men as our Congressional Bureaus of War.

Then, too, Mr. Savage should be reminded that while many an older patriot was buying substitutes and trading in cotton, the academies and colleges of the land were emptied by the less tempered enthusiasm of their students.

For the third desideratum Mr. Savage suggests opposition to the Roman Catholic Church, which "is now the only real danger that threatens our

educational system." Happy man whose lot is cast in some section of the country where the interests of the public schools are threatened by no more imminent danger! In such parts of the country as are heard from through the press, the dangers threatened and undergone are at once more real and more distinctive.

The Public Schools suffer from the want of intelligent interest of those who will not take time to examine the results in their entirety; from the neglect which renders them the spoils of the political placeman; from the "influence" of those who meddle with questions which they do not study.

All the defects of instruction, both public and private, arise from the ignorance of those who mistake partial views for universal truths, and who recognize nothing but the failure of the schools to operate their schemes. The overcrowding of pupils in the rooms; the "frills" in the course of study; the employment of inefficient teachers; the substitution of "smattering" for exact knowledge—all have this excuse—no more. Improvement of our schools will follow, not upon the assumption of a new "fad," but upon the employment of trustworthy officers to execute the measures, which from time to time the community may come to value.

We trust that as Mr. Savage's article is the first of a series, his successors will be chosen with reference to some other qualification than that of professional eminence.

ALL TRUE.

THE people of California seem to be fully alive to the importance and to the advantages to be derived from the meetings of the National Educational Association, to be held in San Francisco, July 17th, 18th, 19th and 20th. Efficient committees have been appointed, representing the various interests involved, which—as the people see—mean a good deal more to that State than a discussion of the three "R's."

From an address delivered before the California Teachers' Association, by LeRoy Brown, President of the University of Nevada, we clip the following, as indicating the mutual advantages to be derived from the event. President Brown says:

"I regard this as one of the most important meetings to California, of any which has ever been held in our State. I mean in the opportunity it offers of making our State, with its wonderful resources and attractions, known throughout the length and breadth of the land as it could be made known in no other way. Remember that the people who will attend this meeting are those accustomed to observe, to think, to talk. And remembering also that they have audiences to address daily, and audi-

ences which are accustomed to receive from them as facts all they tell, and that in every department of their work and intercourse with their classes will constantly occur opportunities for illustrations drawn from what they saw and heard in California.

Other train loads of tourists who come to our State, crowd our great hotels for a few days, visit a few points of special interest, live a life apart and by themselves, and go away, bearing no word, because they know nothing of our institutions, our homes, our people. Thus, much misconception has prevailed abroad concerning us, and the heroes of Poker Flat and Roaring Camp have been, by many, seriously regarded as the true types of our people."

Teachers, and others, who avail themselves of this opportunity to visit the Pacific Coast, and take into their lives its history, resources and development, will, we hope, fully appreciate the interest, generosity and efforts of those who have made the trip possible under such favorable auspices.

President Brown says further:

"In the officers of the Central Pacific Railroad Company we had stalwart friends, who stood firmly by us, and it was by and through their efforts that the guaranty for the transportation rates was finally given.

Senator Stanford from the first has manifested great interest in the proposed meeting of the Association here: and the personal presence in the East of Messrs. Goodman and Stubbs, of the Central Pacific Company, and their untiring efforts there, alone finally secured the desired results."

The local Executive Committee are already at work, and have organized by the election of Hon. Ira G. Holt as President, James G. Kennedy as Vice-president, and James W. Anderson as Treasurer, and will, from now to next July, hold regular meetings at the Occidental Hotel, San Francisco, every Saturday evening. The Committee has employed Jo H. Pryor, Manager of the *Pacific Educational Journal*, as permanent Secretary, and he, with such necessary assistants as shall be appointed from time to time, will constitute the Bureau of Information, with headquarters at 612 Clay Street, San Francisco, to whom all inquiries should be addressed, and with whom all correspondence should be conducted.

This mob of six millions of illiterates growing up in this country, have no sight, no knowledge, no discernment, no will, no faith—the men have no wives, no children, only females with young—and Carlisle & Co., would perpetuate this hideousness on our body politic—this plague spot of disease! What a shame that three or four men should use their power for such unsafe and unrighteous end in the House of Representatives.



HON. WILLIAM M. EVARTS.

UNITED STATES SENATOR FROM
NEW YORK.

"In divers functions,
Setting endeavor in continual motion."
—SHAK.

As a lawyer and a statesman Senator Evarts stands at the head of the American Bar. His career in his profession has been one of unflinching diligence and brilliant success.

He is a graduate of Yale and of Harvard.

Mr. Evarts was leading counsel for President Johnson in the impeachment proceedings of 1868, and from July 15th of that year until the end of the Johnson administration, was Attorney-General of the United States. He represented the United States in the tribunal of arbitration which determined on the Alabama Claims at Geneva.

In 1876 he was appointed by Governor Tilden to serve on the Charter Commission. He was Secretary of State from March 12th, '77 to March 3rd, '81.

He received the degree of LL. D., from Union College in 1857, from Yale College in 1865, and from Harvard in 1870, so that he is both by culture and experience fully competent to decide legal and constitutional questions such as are involved in the Blair Bill.

He was elected to the United States Senate in 1885, and his term of service will expire March 3rd, 1891.

He has been present and heard all the arguments for and against the Blair Bill, and he not only voted for, but spoke for, the Blair Bill.

We commend the following extract from a speech he made in favor of the Blair Bill to those who desire to know what this eminent jurist and statesman has to say of it

"PRINCIPAL FEATURES."

Senator Evarts said:

"I now come to the principal feature of this bill. In the first place the bill adheres to the proposition that we are not to undertake the regulation of the instruction of the schools and their management inside the States.

We are offering an endowment in aid of the resources and of the activities and of the desires of the different States. We are not undertaking to coerce in the least degree the acceptance or permission on the part of the States to meet and accept this proposition or to reject it.

Then we are careful after this endowment is pressed upon them and is accepted by them, to effect no other coercion, or persuasion which is a better phrase of it, to use and employ these agencies and these resources which shall in the least enervate their domestic interests or break down the zeal and the virtue of their own endowments in the same direction.

Beyond that, although they protect their funds, their principal being supplemented or reduced by our added aggregate wealth, we also do not compel in the least that taxation for a dollar shall be pressed there beyond their present purposes and their present laws. We hold before them no compulsion that they shall raise from their own resources, by taxation or otherwise, an equal amount to that which we offer them.

We guard, then, on the one side and on the other, against any encroachment upon the freedom and the ease of the state in meeting this endowment—first by saving them from any fear that our endowment may check, or nip, or divert, the growing zeal and growing duty, and growing performance of duty among their own people by their own taxation. We say to them: "You are to receive from us under this distribution no more than you raise yourselves."

On the other hand, as I say, neither by undue excitement nor by any menace of withdrawing aid, do we urge the taxation beyond the easy and proper assessments that may be laid. We say to the States:

"Whatever you raise and only that amount, you shall receive; and if you raise up to the amount that we offer, then you have a doubled fortune." So if the Senator from Alabama (Mr. Morgan) will allow me, all this apprehension of the pressure of the people of Alabama, whom he so ably represents and defends, in their institutions, in their policy, in their customs, in their tendencies—it seems to me, swings entirely free of the measure of this bill."

Of course there are honest differences of opinion on these great public questions, which are not only to be tolerated—but, more than this, they are to be encouraged and respected.

On the question of Federal Aid to Education there is great diversity of sentiment. People are absorbed in other questions and in other directions, and are almost obliged to form their opinions on hearsay—and as it happens too frequently from those who themselves have not read

the bill, and do not know and cannot intelligently state its provisions.

Once it happened that in an educational convention, less than a thousand miles from the city of Boston, a resolution was about to be passed, condemning the measure, when the question was sprung as to what were the objectionable features and provisions of the Bill, when not one single individual could be found who had ever read the Bill.

The opposition comes mainly from such sources, or from these who are entirely and wilfully ignorant, not only of the provisions of the Bill but of the condition of affairs from which springs its absolute necessity.

Then too, many oppose it, because they do not know that the Government, from its very foundation, has all along in its history been doing what the Blair Bill proposes to do today. More than one hundred millions of acres of land have been donated by the Government for Educational purposes—some of it worth fifty dollars an acre to-day—by virtue of the intelligence which has utilized it for wise purposes.

Is it not as well to give ten millions of dollars as it is to give ten millions of acres of land?

If it is proper and beneficial to give the one, it certainly is to give the other.

Honest differences of opinion—as we said before—are not only to be tolerated, but respected. But in order to be respected, an opinion must be based on something beside hearsay or prejudice.

Furthermore, differences of opinion arising neither from conviction nor from insufficient knowledge, must not be compromised with. The views of "organs" which have at different times taken conflicting positions on this subject; the opinions expressed by either subsidized newspapers, or by such portions of the press as has pressed its irreconcilable opposition, not to misappropriation of funds, but to any movement favoring popular education—such differences of opinion must be recognized only to be opposed.

We are sure there is an important work for our four hundred thousand teachers to do just here—and that is, not only to read the Bill, but to become so familiar with its provisions as to be able to explain and defend it at all times—nay, more than this, to commend it for its wise, beneficent, far-reaching, patriotic and saving influence. For in this

"We must not stint our necessary actions
In the fear to cope with malicious censurers."

Senator Blair should remember that "against stupidity the gods themselves are powerless."

The illiterates are willing slaves to the greed and grasp of those in power. Can anything be more hideous or dangerous in a democracy?

ARKANSAS

EDITION

American Journal of Education.

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FRANK J. WISE, Pine Bluff, Ark., } Editors.
J. B. MERWIN, }.

WHAT IT MEANS.

EDUCATION in Arkansas, as in other States, means something more and something beyond a mere study of the Text-books.

These are good to use as keys and helps—but only as such. Not only the children, but the people too, would be greatly benefitted by reading in all the schools and in all the homes of this State, the able address of Hon. Thos. Essex, of Little Rock.

We quote a short extract from his speech on

THE RESOURCES OF ARKANSAS.

He said:

"The resources of Arkansas! They extend upward from the fertile soil of her hills and valleys and downward into the bowels of the earth comprising her territory, where repose, in almost undisturbed slumber, vast deposits of minerals in great variety of kind and character. And there they have quietly rested in those grand old chambers of Nature's repository for ages past. These resources not only extend upward and downward, but are spread out over the millions of acres of her great variety of valuable timbers, her thousands of miles of navigable rivers—Nature's own lines of transportation—and the whole broad surface of her lowland and upland, which needs but the thrifty and well directed labor of the husbandman, aided by improved machinery, to cause it to yield rich and abundant harvests in the field of agriculture and horticulture. More than all this they reach out far beyond the imaginary lines which define her geographical position, away to the north, and the east, and the south, and through those great commercial arteries, the rivers and the lakes and the railroads, lay hold upon remunerative markets for these products of forest and stream, of mine, field and factory."

Let the boys in the schools get this for an exercise in declamation, and study it until they get imbued with its truth and its spirit.

Let the study of Geography be reinforced by a practical study of railroad maps, so that the children, and the people too, may know about these "great commercial arteries" that bring to the door of every producer remunerative markets.

Mr. H. C. Townsend, the General Passenger Agent of the St. Louis and Iron Mountain, R. R., in St. Louis, will be glad to furnish maps, giving this information free, to all who apply for them. Drop him a line and get the maps.

The Texarkana Independent says that

LITTLE ROCK.

has come to be one of the finest cities west of the Mississippi river. Many say the railroads brought about the prosperity, others that the factories brought in the people, and others that fortuitous circumstances caused it all. We believe that one of the prime causes of its advancement and prosperity has been the excellence of its public schools, schools of which any people might well be proud, schools managed by directors who know and appreciate the value of good teachers, and who have the pluck to pay the salaries that command the best talent.

This statement goes to confirm what Hon. Frank J. Wise said in his great speech on Federal Aid to Education.



HON. FRANK J. WISE.

"He had a hand to write this,
A heart and brain to build it in."
—SHAK.

Mr. Wise states the present difficulty clearly and forcibly, and shows conclusively that *Federal Aid* for Education is sound Democratic doctrine.

He said:

"As much as the Southern States have done, it is utterly impossible for them to supply sufficient revenue to maintain the schools for six or nine months in the year, saying nothing about building school-houses and establishing normal schools for the training of teachers. There are several other causes to be considered before our condition can be realized. We are placed under the disadvantage of having two races to educate, requiring under our system, separate school houses and separate teachers in the same locality, although the aggregate of pupils in many cases would only require one-half the number of buildings and one-half the number of teachers, thus necessitating, according to the law of the land and of society, an increased expenditure. In consequence of the sparseness of the population, the districts are large and school-houses are remote, which lessens school attendance to such a degree that the effi-

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For programme, address Prof. Geo. J. BRUSH, Executive Officer, New Haven, Conn. 17-J-6-tf

ciency of the school is destroyed, or so crippled as to defeat the object in view. These drawbacks and obstacles cannot be obviated without an increased expenditure of money.

As early as 1777, Thomas Jefferson urged the establishment of a complete and general system of elementary schools, academies, colleges and a grand central university. His views, gathered from his published works and formulated, embrace two main propositions:

- 1st. That the State should control the education of its coming citizens and maintain a system of free schools.
- 2d. That Congress shall make education a public care, and grant

NATIONAL AID

to the States to render their school systems complete.

For forty-nine years, Jefferson advocated the cause of popular education. It was his hand that framed the famous ordinances of 1785 and 1787, which granted millions of acres of the public domain for educational purposes, and from which Ohio, Indiana, Illinois and other States, carved out of the North West Territory ceded to the United States by a Southern State, receive and enjoy their annual millions of school revenue. He was the father of the Declaration of Independence—the father of a great political party and the father of public education in the South. All his theories of government were founded upon his confidence in the virtue and intelligence of the people. He looked logically, therefore, to the elevation and education of the masses as the foundation of republican institutions and the bulwark of liberty."

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The above Institution is located at Humphreys, Sullivan Co., Mo. It is a Private Institution owned and controlled by G. A. Smith. It was built in 1884 and enrolled more than one hundred students the first year. It has been growing in usefulness, and during the present year has already enrolled 158 students. The course of study is equal to that of our Normal Schools. The work done is very thorough and already about 100 of the students of this College are actively engaged in the schools of Sullivan and adjoining counties.

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4-21-33

HOW MANY?

THERE are more than four hundred thousand teachers employed in the United States in the public and private schools; from June to September they enjoy a vacation.

How many will attend the meeting of the National Educational Association in July? We hope not all of them; for if you take this element entirely out of any community we would not give much for what is left.

The San Francisco local Executive Committee say, that with "the excursions which are organizing all over the country, the inquiries for accommodations, which even at this early day are pouring in upon the Committee on Hotels and Accommodations; the articles in the educational journals of the country, and the action had by educational bodies in the various States, all indicate a veritable national enthusiasm—and that the indications are favorable and give assurance of a very large attendance. The most careful and conservative calculations place the number at from five thousand to seven thousand; and from these the figures vary from seven thousand to ten thousand."

The very low fares; the general desire of people everywhere to visit California; and the renown of the State as a royal hostess: all these contribute to the prospective ten thousand. Can the railroads take care of all these in the way of transportation from two to three thousand miles?

CARLISLE'S packed committee on education in the House of Representatives—the people should understand—will refuse to report the Blair Bill to distribute \$77,000,000 for education.

MR. H. C. TOWNSEND, Gen. Passenger Agent, swings the *Missouri Pacific System*, with its more than seven thousand miles of track and equipment, into line, to take teachers and their friends, who propose to attend the meeting of the National Educational Association in San Francisco to California, and return. He wishes the crowd to visit St. Louis going or coming—both ways—if they like.

This system will take you from Hannibal to Kansas City or Omaha direct; from St. Louis to Kansas City and Omaha direct; from Cairo to Little Rock, Texarkana and El Paso; from Belmont on to Little Rock, Texarkana, and the Texas and Pacific to El Paso; from Columbus, Ky. on one of these lines to El Paso; from Memphis on to El Paso; from Helena, Ark. via Little Rock and Texarkana; from Arkansas City on to El Paso; from Galveston on to El Paso; and from Laredo on and up to El Paso. From St. Louis direct to Fort Worth and on to El Paso, or from St. Louis to Kansas City, Pueblo and Denver direct, with a new and magnificently equipped train, connecting there with the *Union Pacific* overland train to Cheyenne, Ogden and San Francisco.

State Delegations, who have passed through St. Louis, know that our railroad men do nothing by halves.

Mr. Townsend will send maps of the *Missouri Pacific System* and its connections East and West, promptly to all who ask for them. These are good maps to have in every school in the land, with which to study practical Geography, and consult if you are going to travel South or West.

Mr. Townsend makes a modest statement of the New Route to Pueblo and Denver direct, under the head of "Colorado Short Line," on page 7.

IN THE LEAD.

As usual, the *Chicago and Alton Railroad Company* lead off in comfort and attractions of their *Short Quick Route* from St. Louis to Chicago.

They have just finished at great expense two of the most elegant Day Coaches ever put on wheels. These cars are to be known as *Ladies' Palace Day Cars*, and are run only in the day trains, and exclusively for first-class through travel, *Free of Extra Charge*. The seats, which have high backs and are elegantly upholstered, are a great improvement over the old car seat. Each car is carpeted throughout, and equipped with separate toilet rooms for ladies and gentlemen.

Mr. S. H. Knight, Fourth and Pine Streets, will as usual supply any further information desired.

ANOTHER of the attractive features of the New Palace Day Cars on the *Chicago and Alton Railroad* from St.

Louis to Chicago, is the splendid Smoking Room, which is much larger than the ordinary smoking room in the Pullman Sleeping Car, having seating capacity for eight people. This smoking room is isolated from every other part of the car. In addition to this, the Gentlemen's Toilet Room, while larger, is arranged very much in the same way as the Toilet Rooms in the Pullman Palace Sleeping Cars run on the night train.

Mr. Knight says the *Chicago and Alton Railroad* does not talk much, but it furnishes the best accommodations and the quickest time—and these elegant Palace Day Cars prove this.

A GOOD ARGUMENT.

THE editor of the *Educational Journal* of Virginia makes the following sensible and plain argument for the passage of the Blair Bill by the House of Representatives at an early day.

He says:

"The money has been already collected—is now in hand. The vaults of the Treasury are filled even to bursting, and the burning question of the hour is, What shall be done with the surplus? The Government is like a certain Biblical character, who is represented as exclaiming, 'What shall I do? for I have not where to bestow my goods.' The surplus is a standing menace to the Government—an immense temptation to corruption and to illegal and hurtful legislation.

It is the people's money, drawn, alas! too frequently, from galling poverty, and not needed for any legitimate demands of the Government; and what better or more equitable use can be made of it than to restore it to those to whom it belongs, especially when it is proposed to do it in a way which will so largely assist them in fulfilling the duties of good citizenship?

There is yet another element which deserves the very highest consideration in the proper decision of this question.

The "Wards of the Nation" have a high claim, not only upon the charity and magnanimity of the Government, but upon its justice. They did not push themselves into the position they occupy in the land and before the world, nor are they responsible for their lack of preparation for it. Still, it is true, that ignorance among the masses—illiteracy, if you choose—is the greatest curse that can befall any people.

It is the source of greatest danger to free institutions. Now, it goes without saying, that the Negro cannot educate himself without assistance. Is it fair, is it just, with the history of the recent past before us, that those among whom he has his home, who are themselves groveling in poverty's

vale, who themselves need help in their efforts to rise to the full height of true citizenship, should be still further hindered by the burden of his education?

Rather should not the Government which gave him his freedom give him also the means for making that freedom effective and useful—a blessing to himself and to the country?"

Let the bill, which has passed the United States Senate three times—the last time by a larger direct vote than ever before—be reported in the House of Representatives early.



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NOTHING IS KNOWN TO SCIENCE AT all comparable to the CUTICURA REMEDIES in their marvellous properties of cleansing, purifying and beautifying the skin, and in curing torturing, disfiguring, itching, scaly and pimply diseases of the skin, scalp and blood, with loss of hair.

CUTICURA, the great Skin Cure, and CUTICURA SOAP, an exquisite Skin Beautifier, prepared from it, externally, and CUTICURA RESOLVENT, the new Blood Purifier, internally, cure every form of skin and blood disease, from pimples to scrofula.

Sold everywhere. Price, CUTICURA, 50c.; RESOLVENT \$1; SOAP, 25c. Prepared by the POTTER DRUG AND CHEMICAL CO., BOSTON, MASS. Send for "How to Cure Skin Diseases."

Pimples, blackheads, chapped and oily skin prevented by CUTICURA SOAP.

Dull Aches, Pains, and Weaknesses instantly relieved by the CUTICURA ANTI-PAIN PLASTER, the only pain-killing plaster.

ELY'S CREAM BALM CATARRH

Cleanses the Nasal Passages, Allays Pain and Inflammation, Heals the Sores, Restores the Senses of Taste and Smell.

TRY THE CURE. HAY-FEVER

A particle is applied to each nostril and is agreeable. Price 50 cents at Druggists; by mail, registered, 60 cents. ELY BROS., 215 Greenwich Street, New York.

POZZONI'S COMPLEXION POWDER

Transparency to the Skin

removes all pimples, freckles and discolorations, and makes the skin delicately soft

This most exquisite of Toilet Preparations, the virtues of which have caused it to be in demand in all Civilized Countries, stands PRE-EMINENT FOR PRODUCING A SOFT it is acknowledged by thousands of ladies who have used it daily for many years to be the only preparation that does not roughen the skin, burn, chafe, or leave black spots in the pores, or other discolorations. All conclude by saying: "It is the best preparation for the skin I have ever used." It is the only article I can use without making my skin smart and rough. "After having tried every article, I consider your Medicated Complexion Powder the best, and I cannot do without it." Sold by all Druggists and Fancy Goods Dealers, or mailed free upon receipt of price. 50 cents per box. J. A. POZZONI, St. Louis, Mo.

TEXAS

EDITION

American Journal of Education.

\$1.00 per year in advance.

W. S. SUTTON, Houston, Tex... } Editors.
J. B. MERWIN..... }

It is a splendid thing amid all the warring opinions of intellect to stand always upon the *progressive* side of things. It is a trait of forward-looking and nobility bringing its own strength and recompense.

OUR teachers are making history fast in these days, although their work is not recognized in this direction.

SCIENCE makes new discoveries and combinations all the time. Do our teachers keep up with this—their ally and handmaid?

ARE our teachers as anxious and willing to *help* themselves as the members of the United States Senate are willing to help them? Will the four hundred thousand teachers take hold *now* and urge the House of Representatives in Washington to pass the Blair Bill?

THE *Southwest*, of Fort Worth, Texas, says that "Texas owes her teachers \$788,000 and is unable to pay them," and asks, "What is the matter? Are the people becoming indifferent to this great interest?"

THE *Southwest* talks right out "in meeting" and in public too, by saying that "It would be in better taste not to make an unnecessary parade of those millions [of school funds prospective] at least until the school teachers throughout the State can get their warrants cashed without having to submit to a discount of from ten to twenty per cent."

Do other State and County officers in Texas, stand a shave of *twenty per cent* to get their warrants cashed!

Do they?

THE *Southwest* pertinently and seriously asks:

"Is not the condition of the country to-day enough to shake the confidence of the average citizen in the capacity of the American people for self-government. Nearly *one-third* of all the money of the country hoarded in the National Treasury"—*illiteracy* on the increase and when the Senate, have passed the Blair Bill three times to distribute \$77,000,000 of the people's money—among the people for education—to teach the "average citizen" enough for "self-government;" Carlisle, the Speaker of the House of Representatives in Washington, heads and leads a conspiracy to defeat this beneficent measure.

Our principal care as teachers must be for the moral and intellectual cultivation of the people.



PROF. ALEX. HOGG,

SUPERINTENDENT SCHOOLS, FORT WORTH, TEX.

"A linguist, and a man of such perfection,
As we do in our quality much want." —SHAK.

WE take great pleasure in presenting some facts in regard to this distinguished educator, as well as some extracts from addresses delivered by him on "The Railroad in Education," and before the National Educational Association at its several sessions, and on other occasions also.

Born in Alabama, educated at the University of Virginia, under such eminent instructors as Dr. McGuffey, Bledsoe, Harrison and others among the living, while the spirit of Thomas Jefferson, the author of the Declaration of Independence, brooded over the Institution, perpetually teaching by his great writings and greater example, the young men congregated there.

Prof. Hogg has come to be not only an acknowledged power in the educational world, but the exponent of some of the best and most advanced ideas, which are filling the whole land with their energizing and uplifting influence.

When he visits Boston, he is the guest and counsellor of such men as Hon. Robert C. Winthrop. United States Senators gather there also to consult with him, and the *Boston Globe* prints an "Interview" of several columns, in which the leading factors of the new and marvelous growth of Texas are so clearly and fully and succinctly stated, that at least *five millions* of people read it in its original form and in its reproduction by other papers from one end of the country to the other.

The leading statesmen on the floor of the United States Senate quote often and largely from his writings and speeches, facts and figures, which

cannot be successfully controverted.

There is no need or occasion to draw invidious comparisons, but Prof. Hogg is known by his work and his writings all through the country by ten thousand people where one has ever heard or read of a member of the Texas delegation in either branch of Congress.

Galveston would have had "deep" water years ago, and would have held her supremacy as the leading seaport on the Gulf Coast for all coming time had the views of Prof. Hogg prevailed as so clearly and logically set forth in his remarkable address on this subject.

Given the same time and the same resources, Prof. Hogg would do for Texas and the Southwest, both in education and in railroads, what Charles Francis Adams has done for the East and the North.

Prof. Hogg shows that "Texas, from being the largest State in the Union territorially, has become also greater in resources than any of her sister States of the South simply on account of the indissoluble bond between her school lands and her railroads. He shows that:

"Of seventy-four cities and towns assuming control of their schools, supplementing the amount received from the State (five dollars for each pupil of scholastic age annually) by a special tax, sixty-six of these are directly upon the lines of railways, while the remaining eight are of easy access to railroads.

"We hear a great deal about what 'The Fathers of Texas' have done for the education of all the children of the State; the thousands of leagues

of land reserved for the counties; the millions of acres for the general school fund.

"The fact is that lands heretofore not commanding twenty-five cents an acre, are now readily sold for two dollars; or the railroads have increased the school funds *eight fold*, have multiplied their values until Texas boasts of a free school fund of *ninety-five million dollars*—a fund that will yield at five per cent. per annum, \$4,750,000."

The taxable property of the State in 1871 was \$222,504,073; in 1887 about \$650,000,000.

Prof. Hogg goes on to show what the railroads have done for schools, churches, colleges and universities in the several States, culminating in the *thirty million dollar endowment* of the "Leland Stanford University" at Palo Alto—"the beautiful, sweet Palo Alto"—California, by the President of the Central Pacific Railroad, Hon. Leland Stanford.

"Men are made to bend

Before the mighty, and to follow on
Where the great may lead—the great,
Whose might is not in crowns and palaces,
In parchment rolls or blazoned heraldry,
But in the power of thought, the energy
Of cultivated mind, whose steady will
No force can daunt, no tangled path divert
From its high, onward purpose."

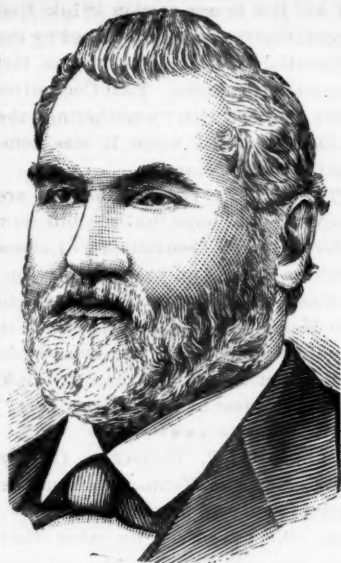
Or in other words the real test of a great man—that at least which must secure his place among the higher order of great men—is his having been in advance of his age. This it is which decides whether or not he has carried forward the great plan of human improvement; has conformed his views and adapted his conduct to the existing circumstances of society, or changed those so as to *better its condition*; has been one of the lights of the world, or only reflected the borrowed rays of former leaders, and sat in the same shade with the rest of his generation, or led them to see a new dawn of truth.

Our space is exhausted, and we have scarcely touched but one of the large number of able and eloquent addresses of Prof. Hogg—but we shall pursue the matter more at length in subsequent issues.

THE cry and complaint is—from Maine to California—that our school terms are too short; that our teachers are not properly and promptly compensated; that illiteracy is on the increase—and all this because of lack of money.

What are our teachers doing to remedy this state of things?

The United States Senate vote \$77,000,000 to remedy these evils. The Bill is in the hands of the Committee on Education in the House of Representatives. If the *four hundred thousand* teachers would write, demanding the passage of this Bill it would be passed in ten days.



HON. LELAND STANFORD.
UNITED STATES SENATOR FROM
CALIFORNIA.

"The book of his good acts,
Whence men have read his fame unparalleled."
—SHAK.

SENATOR STANFORD was born in Albany county, New York, March 9th, 1824. His father, a man of prominence, had much to do with the establishment and building of the Erie Canal. After reading law in Albany, young Stanford became a resident of Fort Washington, Wisconsin, where he practiced law for four years. Then a fire destroyed his law library and everything else he possessed, but his pluck, energy and manhood.

He started for California, and pushed across the plains and located at Michigan Bluffs, on the American River, in Placer County.

In 1856 he removed to San Francisco and engaged largely and successfully in mercantile pursuits.

He was elected Governor of California in 1861, serving until 1863.

The great work of his earlier career was the building of the Central Pacific Railroad. As President of the company he put labor, life, fortune—all that he was and all that he could command—into this enterprise, building 530 miles of it in 293 days over what was considered at that time impassible mountain barriers.

It was in its time the topmost triumph of engineering nerve and skill in all the world. It stitched the East and the West lovingly together, and who shall say that by virtue of what Senator Stanford and his associates accomplished, we are not now "The United States" instead of a set of thirty-eight small contending weaklings, subject to disintegration and destruction by being preyed upon from within and without?

We are to-day one united, indivisible people, with one language

"From Hell Gate to Gold Gate,
And the Sabbath unbroken,
A sweep continental
And the Saxon yet spoken!"—

which means also one supremacy and one destiny—great beyond all comprehension.

Great as was the triumph of engineering nerve and skill on the part of Senator Stanford and his associates in thus wedding the Atlantic to the Pacific, and crowning the nuptials with this marriage ring of iron—the subsequent work of Senator and Mrs. Stanford in devoting

THIRTY MILLIONS

of property to the founding of "The Leland Stanford, Jr., University," as a monument to the memory of their son, stands unrivalled and unparalleled in all the history of private benefactions for educational purposes. Prof. Alexander Hogg, Superintendent of Schools in Fort Worth, Texas, brings out the remarkable fact about this grant in his address on "The Railroad in Education" "that while other endowments for colleges and universities have been usually the gifts of either a man or woman singly, this magnificent endowment is the joint grant of:

'We, Leland Stanford and Jane Lathrop Stanford, husband and wife, grantors, desiring to promote the public welfare by founding, endowing, and having maintained upon our estate, known as the Palo Alto Farm,

a University, with such seminaries of learning as shall make it of the highest grade, including mechanical institutes, museums, galleries of art, laboratories and conservatories, together with all things necessary for the study of agriculture in all its branches, for mechanical training, and the studies and exercises directed to the cultivation and enlargement of the mind.

"Its object, to qualify its students for personal success and direct usefulness in life.

And its purposes, to promote the public welfare by exercising an influence in behalf of humanity and civilization, teaching the blessings of liberty regulated by law, and inculcating love and reverence for the great principles of government as derived from the inalienable rights of man to life, liberty, and the pursuit of happiness."

In addition to this *thirty millions* for higher education, Mrs. Stanford (says Prof. Hogg) "since the spirit of her dear boy has departed (*abijt non perijt*), has organized and maintains in the city of San Francisco, eight Kindergarten schools, locating them in those portions of the city most destitute, and has dedicated them to the motherless and homeless little ones of her great and lowly, her splendid and yet shadowy city.

Already has this benefactress, if not repaid, been compensated in her affliction for her loss. A mother writes her: 'My children, shall be taught to love Leland's memory, follow his ex-

ample, and imitate his lovely character.'"

The poet, Benj F. Taylor, in his "Between the Gates," writes of San Francisco as follows:

"Of this Queen of the Coast,
Who has loosened her robe
And girdled the globe
With her radiant zone—
The throb of her pulses
Has fevered the Age—
She has silvered and gilded
All history's page!
She has spoken mankind
And has uttered her ships
Like the eloquent words
From most eloquent lips—
They have flown all abroad
Like the angels of God!
Sails fleck the world's waters
All bound for the Gate,
All their bows to the Bay,
Like the finger of Fate.
Child of the wilderness
By desert's confined
Wide waters before her,
Wild mountains behind,
She unlocks her treasures
To the gaze of mankind.

Her name is translated into each human tongue,
Her fame round the curve of the planet is sung."

Senator Stanford, with a present personal donation of *thirty millions* for education, and with prospective other millions to devote to the same great purpose, was of course in favor of and voted for the Blair Bill.

The very grandeur of his personal means suggests grandeur in expenditure for education.

Mountain chains he tunneled or leveled for his railroads—forests he penetrated for the timber—the channels of rivers he turned into dry territory for irrigation purposes—he hinders the inroads of the ocean on the city, and changes the face of this empire by the sunset sea, with his activity and instincts for bettering the condition of the people, as if dressing the State for a happier race and a greater destiny.

Let the teachers go to California from every State, and study its geography, its history, and its majestic possibilities.

Get ready to start *early* to attend the National Educational Association in San Francisco, California.

WE fear our teachers and school officers do not weigh quite as carefully as they ought these *practical wise words* of Prof. S. S. Parr, Principal DePauw Normal School, Indiana:

"The live teacher who provides himself or herself with the proper tools for teaching, commands \$10 to \$50 more per month than those who do not."

This is true, because so much more work can be done, and so much better work can be done "with these proper tools for teaching."

An eight-inch Globe, a set of Maps, a good Blackboard, and Reading Charts are *absolutely essential* for the success of any school or any teacher. The pupils need these "helps" more than any one else.

Provision should be made by every school to furnish these *tools to work with*, without delay.

WE do not observe that the State of Tennessee was specially harmed or demoralized by the fact, that under a Democratic administration in 1836 she received and accepted a direct donation of money from the United States to the amount of \$1,433,757.39.

We have seen no denunciation from Senator Harris of those who "invaded the State" in this ruthless manner with this donation; neither have we noticed any denunciation of Rhode Island, Connecticut, Massachusetts and other New England States for "invading the State" and helping Senator Harris and his constituents pay their postage, to the extent of a contribution amounting to over *eighty-three thousand dollars* to make up their deficiency in this respect on account of the illiteracy prevailing there.

We hope to hear from Senator Harris on these points; and call his attention to the fact that if the Blair Bill was passed, it would do much to remedy this deficiency in the postal revenues.

ARE you going to California this summer? Get ready to go early.

OBJECT TEACHING.

IT is a settled *fact* in education that the pupil, in order to *do* the most and get the best, must have something the eye can rest upon to aid the mind to comprehend facts and principles. Hence the *necessity* of providing Outline Maps, Charts, Globes, Blackboards, etc., for every school, if you would have students advance properly and successfully.

By the use of these helps the attendance will be largely increased; the interest in every study will also be greatly enhanced; the discipline improved; and the effectiveness of the teacher MORE THAN DOUBLED, because *so much more* can be done by both the teacher and the pupils within a given time.

WHAT IS THE COST?

Only *ten cents per year*!

Say the entire outfit of Maps, a Globe, Blackboards, and a set of Charts costs \$60.00, and they last twenty years, that would be only \$3.00 per year and *all the pupils* in the school get the full benefit of all these things for this trifling expense. If there are thirty pupils, it would be *ten cents per year* to each pupil only.

Do you not think it would be worth ten cents to every pupil and to the teacher, to have the use of a Globe, a set of Outline Maps, Reading Charts, and plenty of Blackboard surface, for practice in figures, drawing, writing, etc.?

It seems to us that after duly considering these *facts*, every parent, every conscientious school director, every wise teacher, every patriotic legislator will demand that these essential articles be provided for every school without any further delay.

ILLINOIS

EDITION

American Journal of Education.

\$1.00 per year in advance.

E. N. ANDREWS, Chicago..... } Editors.
J. B. MERWIN..... }

It seems to us to be a very important matter that every teacher in the land, now that the United States Senate has, for the *third* time, by an increased majority, recognized the value of their work by appropriating seventy-seven millions of dollars—it seems to us to be very important that every teacher should so far co-operate as to request their servants in the House of Representatives in Washington to pass the Blair Bill without delay.

ARE our teachers proving themselves equal to the emergency by urging members of the House of Representatives to pass the Blair Bill without delay?

LET us constantly, in our work as teachers, rise above the small resentments and petty vanities of our would-be-critics, and show them and the people too, that our power lies in the consciousness of duty discharged and in the independence this consciousness brings.

THESE teachers are to be the crowned sages who let fall the influence which conserves and binds society together.

LOOK over the list of the United States Senators who voted for the Blair Bill, and you will see there is no sectionalism and no partisanship in the measure.

SIXTY-SIX millions of the \$77,000,000 of the Blair Bill appropriation for schools will go to the people of the South.

Illiteracy there is on the increase, and they need and *deserve* this money.

DU QUOIN, ILLS., is erecting a new, twelve-room High School for six hundred pupils, designed by Mr. Charles E. Illsley, the well-known architect of St. Louis. The new building will be one of the most substantial and convenient in the State, and will embody every feature of a model school.

The Du Quoin *Tribune* thinks "it will prove in a hundred ways one of the most profitable investments Du Quoin has ever made." No doubt of it!

There is no better ornament to an ambitious town than a fine school building complete in its appointments and furnishings. Nothing sets off a place to better advantage, nor recommends it more powerfully to those who are looking for a location in

which to build a home for themselves and families.

Good schools are always and everywhere a paying investment.



PROF. J. A. B. LOVETT,
OF ALABAMA.

"Here I am to speak what I do know."
—SHAK.

THE House Committee on Education gave a hearing to Prof. J. A. B. Lovett of Alabama, on the Blair Bill. The professor's arguments were well received and should have great weight with the members of the committee.

Prof. Lovett said:

"Mr. Chairman: I do not come before this committee pretending to have discovered any new facts concerning the measure of Federal Aid to Education. Statistics from the highest authority have been placed before Congress and the whole country in which have been mirrored the educational condition of every section of the union. From these statistics we find that some sections of our country are more highly favored educationally than others, and from our knowledge of the results of the late war, which so thoroughly devastated the Southern States, and left in them such an enormous colored population, we know that these States are not on an equal footing with other sections.

I do firmly believe that the Southern States, with their vast population of colored people, are not able at present to educate the masses of their youth as contemplated by our form of government.

I believe, further, that the Southern States have done, and that they are now doing, all that could reasonably be expected of them for the cause of public education.

The State of Alabama devotes one-third of her revenue to Public Education, and still she is unable to meet the educational demands upon her.

The school terms in that State are only sixty days in the year, and the average salaries of teachers is only about \$21 per month. This condition

of things, no doubt, is quite the same in all the Southern States.

If we could but put a check upon our illiteracy with our meager school advantages, the situation would be more hopeful; but when we remember that the rapid growth of our population is constantly diminishing our per capita apportionment and that *illiteracy is rapidly increasing* under our struggling efforts, the outlook is simply appalling.

Believing the Southern people to be largely favorable to Federal Aid to Education, I regard the opposition urged by representatives from the South as being most unfortunate. Being in a position to know much of the feelings of our people on this question, I do not hesitate to say that, in my candid opinion, at least three-fourths of the voting population of the South favor the Blair bill. To substantiate the statements I refer to my own State, Alabama, as an illustration. During the past year I visited every Congressional District in the State, and in view of my present visit to Washington, I gathered the facts upon which the above opinions are based; and, besides this, the present Governor, Secretary of State and Superintendent of Education of Alabama were all elected with overwhelming majorities at our last State election, and all of these gentlemen are outspoken for the Blair Bill.

Now, add to the above the fact that at our last session of the Alabama Legislature a resolution was adopted strongly endorsing the measure of Federal Aid to Education, and asking our Representatives in Congress to vote for the bill, and you will have a fair idea as to the real feeling of our people on this question.

The other Southern States are not unlike Alabama in regard to this measure, and, therefore, I feel safe in asserting that our Northern friends, some of them, are greatly misled when they conclude that our Southern opposition is an expression of the wants of the whole people.

It has been stated by some of our Northern Educators that the rapid prosperity of the South has placed that section beyond the necessity of Federal Assistance.

Now, to what extent this Southern development will eventually prove beneficial to the rural schools of the South I am unable to predict, but this one thing I do know: The ingathering of Southern wealth, at present, is confined almost wholly to the magic cities of the South, and hence the country districts feel but little of its influence. We may safely calculate that it will yet be many years before the booming South will lend a booming force to public education outside of the thriving cities.

In concluding these remarks, to which you have kindly listened, I beg to state that the friends of the Feder-

al Aid Bill in my section think that gross injustice was perpetrated by the Educational Committee at the last session of Congress. That Committee were charged with "smothering" the Educational Bill when it was committed to their hands.

The friends of public education are encouraged to hope that the bill now referred to this Committee will share a better fate. And we appeal to you, gentlemen, that you report this bill to the House in some shape, and if it should fail in the House the people will be better satisfied than to think that unfairness had been done them."

PROF. W. T. GUTHRIE, County Supt., Mosheim, Tenn., sends us the Green County Common School Directory. We have seen no other that compares with it in its plans and fullness of detail. If our County Superintendents generally would present such a statement as Prof. Guthrie gives, the people would be vastly better informed as to the condition of the schools in each of the counties.

We think that if county superintendents were given a better compensation they would do the work more thoroughly, and the result would be that the people would go forward with a clearer comprehension of what was needed.

We commend the Common School Directory of Green County, Tenn., as the model directory of the country.

OUR tax-payers and school officers, too understand now that good *Blackboards* all around the school-room; a good set of outline Maps, and an eight inch Globe, are, to the teacher in his work, what the sledge hammer is to the blacksmith, the saw to the carpenter, the axe to the woodman, or the plow to the farmer.

The time and expense of the teacher and the pupils in the school go on from the day it opens. If you do not give the teachers and pupils these "tools to work with," but comparatively little can be accomplished. Therefore, no district, however poor, can afford to do without these necessary helps, and provision should be made for supplying them as much as for the roof of the school-house or the floor to the building.

Pupils need them; teachers need them; economy demands them; and the school law of Illinois says wisely (see secs. 43 and 48) that directors *shall* provide these necessary articles.

THE prospect is that tickets to the meeting of the National Educational Association in San Francisco will not be "iron clad" as to conditions and persons. The *Union Pacific* Agents worked for and secured liberal provisions in this respect.

LET us be known rather for what and by what we do—than by what we don't do.

UNCOVERED. We will print your name and address in American Agents' Directory, for only 12 cents in postage stamps; you will then receive great numbers of pictures, cards, catalogues, books, sample works of art, circulars, magazines, papers, general samples, etc., etc. UNCOVERING to you the great hidden field of the great employment and agency business. Those whose names are in this Directory often receive that which if purchased, would cost \$20 or \$30 cash. Thousands of men and women make large sums of money in the agency business. Tens of millions of dollars worth of goods are yearly sold through agents. This Directory is sought and used by the leading publishers, booksellers, novelty dealers, inventors and manufacturers of the United States and Europe. It is regarded as the standard Agents' Directory of the world and is relied upon: a harvest awaits all whose names appear in it. Those whose names are in it will keep posted on all the new money making things that come out, while literature will flow to them in a steady stream. The great bargains of the most reliable firms will be put before all. Agents make money in their own localities. Agents make money traveling all around. Some agents make over ten thousand dollars a year. All depends on what the agent has to sell. Few there are who know all about the business of those who employ agents; those who have this information make big money easily; those whose names are in this Directory get this information FREE and complete. This Directory is used by all first-class firms, all over the world, who employ agents. Over 1,000 such firms use it. Your name in this directory will bring you in great information and large value; through it he will be led to profitable work, and FORTUNE. Reader, the very best small investment you can make, is to have your name and address printed in this directory. Address, AMERICAN AGENTS' DIRECTORY, Augusta, Maine.

GOLD. You can live at home and make more money at work for us than at anything else in the world. Either sex, all ages. Costly outfit FREE. Terms FREE. Address, TRUE & CO., Augusta, Maine.

\$5000 Salary paid bright young men and ladies. Outfit \$1. Branch Office, Marietta, Pa. 4-21-12

TEACHERS.

Members of the National Educational Association should bear in mind in connection with the San Francisco meeting, that THE UNION PACIFIC, "THE OVERLAND ROUTE," From Council Bluffs, Omaha, Kansas City, Leavenworth, or St. Joseph,

SAN FRANCISCO.

Runs through cars without change, passing through Nebraska, Kansas, Colorado, Wyoming, Utah, Nevada and California, offering the greatest attractions to the tourist. Teachers desirous of returning via Portland, can go there from San Francisco, either via boat (O. R. & N. Co.) or overland via "Mount Shasta Route," going from Portland east via the O. R. & N. Co., and "Oregon Short Line," with the choice of a rail or boat ride on the Columbia River between Portland and The Dalles, thence through Oregon, Washington Territory and Idaho to the Missouri River, passing near Shoshone Falls of the great Snake River (forty-five feet higher than Niagara Falls); Soda Springs, the Sanitarium of the West; Salt Lake City, the headquarters of the Mormon Church; and Garfield Beach, on the Dead Sea of America near Salt Lake City, where the finest bathing in the world can be enjoyed. Remember, this is the only real Sand Beach on Salt Lake.

You can also pass through and visit Denver the Queen City of the mountains and capital of Colorado, the Centennial State. Parties wishing the exclusive use of a car, will be furnished one of our family sleepers free.

For information regarding rates, routes, daily excursions, etc., apply to
E. L. LOMAX, J. S. TEBBETS,
A. G. P. & T. A. G. P. & T. A.
OMAHA, NEBRASKA.
J. F. AGLER, Gen'l Agent,
13 South Fourth St. ST. LOUIS.

CIVIL Service seems to have been abandoned as far as Postal Clerks are concerned. They seem to know little and care less what becomes of mail matter en route to its destination.

I have had catarrh in head and nostrils for ten years so bad that there was great sores in my nose, and one place was eaten through. I got Ely's Cream Balm. Two bottles did the work, but am still using it. My nose and head is well. I feel like another man.—Chas. S. McMillen, Sibley, Jackson Co., Mo.

Experience has demonstrated that Ely's Cream Balm is the best catarrh remedy in use. My daughter, who is a sufferer from that miserable disease, is much better by the use of one bottle.—Dr. R. A. Schouten, Druggist, 758 So. Division St., Grand Rapids, Mich.

Most of the funds paid for teaching to-day, come from direct donations from the United States Government. If our teachers ask for \$77,000,000, more will be given to increase the length of the school terms and the compensation of the teachers.

Are the teachers themselves manifesting proper interest in this great movement? If not, let the blame fall where it belongs. The United States Senate say they ought to have the \$77,000,000. What do the teachers say? Anything?

THE smart, but wicked, New Orleans *Picayune*, thinks that Villas and Voorhees stand no show for the Vice-Presidency, because "more than two V's are needed in influencing a nomination."

Senator Voorhees said:

"I am amazed, it fills me with wonder, when I hear some of the arguments which have been advanced on this floor. There is not a year, nor a month, nor a week since 1789 to the present hour, in which the authority in this bill [the Blair Bill] in one shape or another has not been the active policy of this Government, for our own people as well as for other races. This policy fills all our history with its precedents, and the whole land with its blessings."

On the passage of the Bill by the Senate, Senator Voorhees—after being so much "amazed"—voted NO! Poor fellow! he seems to be "Choked with ambition of the meaner sort."

ECHO CANON.

"Be moderate; allay thy ecstasy,
In measure rein thy joy."

—SHAK.

CERTAINLY, a day or two or more even, if time will permit, should be spent in "Echo" and other of the great canons in Colorado, along the line of *The Union Pacific Railroad*.

A sort of ecstasy comes over one as we pass from the great altitudes where landscapes are so mighty in extent that one is overpowered by the limitless vision, down into the unending dusk and quiet beauty of the valleys.

These peaks and spires stand like symbols of eternity, awing the thoughtless to reverence, and the reverent to deeper adoration. Certainly a day should be devoted to Echo Canon, where voices answer voice from cliff and wall and chasm, and talk all around the jagged and gnarled and crushed horizon. Just the place for Tennyson's bugle;

"The splendor falls on castle walls,
And snowy summits old in story—"

and here is Castle Rock, with its red lintels and its grey arches, and the mighty Cathedral that no man has bulldied, with its sculptures and its towers; and yonder is the Pulpit, ten thousand tons of stone heaved up a hundred feet into the air, where Gog and Magog might stand and be pigmies; and there are the white lifts of the Wahsatch Range:

"The long light shakes across the lakes,
And the wild cataract leaps in glory.

Blow, bugle, blow, set the wild echoes flying,
Blow, bugle; answer, echoes, dying, dying, dying.

"O, hark, O hear! how thin and clear,
And thinner, clearer, farther going!
O, sweet and far from cliff and scar
The horns of Elfland faintly blowing!
Blow, let us hear the purple glens replying:
Blow, bugle; answer, echoes, dying, dying, dying—"

and here are glen and cliff, and here is Elfland. The engine gives a single

scream, and airy trains are answering from crag and crown, from gulf and rock, as if engines had turned eagles and taken wing from a hundred mountain eyries.

"O love, they die in you rich sky,"

and here is that same sky above us, affluent with the flowing gold of the afternoon sun; an unenvious sky that lets you look through into heaven itself; an ethereal azure like the glance of a blue-eyed angel;

"They faint on hill, on field, on river;"

and here beside us the Weber River rolls rejoicing, and the hills are not casting their everlasting shadows upon us like the veil of the temple that could not be rent. And then come the last lines, that, thanks unto God are true the world over, in the work done by the teacher.

"Our echoes roll from soul to soul,

And grow forever and forever.

Blow, bugle, blow, set the wild echoes flying,
And answer, echoes, dying, dying, dying."

Let the lyric be known as the Song of Echo Canon.

THE World of New York justly and properly denounces the meanness of the Board of Education of that city or any other city which "cuts" school teachers' salaries for the failure of their pupils to maintain a certain "average attendance."

THE World says:

"The teachers are not to blame for the non-attendance of pupils. They are present for duty and perform just as much labor whether half a dozen more or less of the children move out of the district, play truant or are kept away by sickness. This petty injustice to the teachers, whereby ninety-three of them lose \$3,598 of their salaries this year, ought to be stopped."

THE lighting of the new Ladies' Palace Day Cars of the *Chicago and Alton* line between St. Louis and Chicago, is similar to that of the new Palace Reclining Chair Cars of this Company. The lamps are of elegant and special design and give a light of 130 candle power. This advantage will be better understood when comparison is made with the old lamp in general use for lighting railroad cars, and which is capable of producing only a 32 candle power.

The heating of these new cars should not be overlooked. It is accomplished by the Baker Heater, the safest of all heating appliances, and to insure still greater safety the heaters are encased in fire-proof apartments, thus rendering them absolutely free from danger in case of accident.

These cars are placed on 42 inch 6 wheel trucks, fitted with the Paige wheel, and provided with every known appliance for easy riding and safety.

A special porter has been placed in charge of each car, whose duty it will be to devote his attention to the com-

fort and convenience of the passengers, so that the *Chicago and Alton* will not only hold its own, but with these new comforts it will draw, as it deserves to, the best class of people who go to the Northern Summer Resorts early.

\$30 in Prizes for Teachers.

The First Prize of \$15 to the teacher finding the largest number of grammatical errors in our pamphlet of testimonials.
Second Prize of \$10 to the one finding the second largest number.
A third Prize of \$5 to the one finding the third largest number.

The pamphlet of testimonials will be sent to any teacher on application, without charge. This offer will afford teachers an excellent opportunity to test their practical knowledge of Grammar. Address, Orville Brewer, 170 State St., Chicago.

GET some "tools to work with," early in the session. You can do ten times as much work and ten times better work, with *Blackboards, Maps, Globes and Charts*, than you can do without these "helps."

Get "some tools to work with."

COLORED CRAYONS.

SUPT. JOHN MACDONALD says, that in every school room in the country there should be a supply of colored crayons. In the study of geography and history these can be used with great profit and effect. For instance, in tracing Washington's movements from Boston to Trenton, the older pupils should be required to draw a map on the Blackboard. In marking Long Island, White Plains and Fort Washington, let the red colored crayon be used. In like manner the movements of Burgoyne from Canada along the lakes of Saratoga should be shown. It is well-known that any rough outline drawn on a Blackboard greatly aids the pupil's memory. The impression made by a map or drawing is much deeper if important points be shown in vivid colorings. History should never be taught without Blackboards and Maps, and for purposes of study the most valuable Maps are those made by the pupils themselves, drawn from Outline Maps.

BETTER send ten cents to register our elegant Premium Cyclopaedia that we send with this JOURNAL for \$1.00.

PLENTY of integrity and ability out of which to make a Chief Justice of the Supreme Court without going among the political hacks.

THE Greeks possessed one quality in language and diction, in sentiment and reasoning, and that is the gift of perpetual, exuberant youth. The freshness of life's morning was always with them. In their poetry, their oratory, their philosophy, and their drama, clearness, directness, pathos, earnestness, frankness and consummate beauty are always dominant.

LOUISIANA

EDITION

American Journal of Education.

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G. D. ALEXANDER, Minden, La. } Editors.
J. B. MERWIN }

IN THE RIGHT DIRECTION.

THE teachers and school officers of Virginia are moving vigorously and unitedly to have the school law so amended as to *simplify and expedite the payment of teacher's salaries*, by the passage of the following:

"Resolved, that it is the sense of this committee that the present method of drawing State and county funds to pay school teachers is too cumbersome and inconvenient, and we recommend that the law be so changed as to authorize the County Superintendent to issue his warrant to the teachers upon the receipt of the monthly report, without requiring that the same shall pass through the hands of the district boards, and that the County Superintendent be required to certify to the clerk of each district board on the last day of each month a statement of all warrants issued during said month in such district; and provided, that each teacher shall, at the time the monthly report is sent to the County Superintendent, send a duplicate report to the clerk of the district board."

[Adopted by joint committee.]

This ought to be done in every State in the Union and a public sentiment should be created which would not only demand that this justice shall be done the teachers, but that the schools shall be run nine months in the year, and the minimum salary paid shall be \$50 per month.

DANGER AHEAD.

MAYOR HAWITT, in his speech before the Williams College Alumni Dinner in New York, said:

"The city of New York is the only university on the American continent where a man can learn everything good, bad and indifferent. Colleges are the great primary schools for the university of New York. We have forces—political and ethical—to deal with which are new; forces producing wealth beyond the dreams of the greatest avarice. How shall we deal with them?"

What privileges are to be accorded to men that will stand the test of reason? It is one of the fundamental principles of our laws that a man shall have the control of the results of his own exertions. But this principle is in danger from the *ignorant rich* and the *ignorant poor*.

What is the work of a Nero or Tiberius, to such a class of men, or the kings of Africa, who slaughter many human beings, to the power of

a few men who can paralyze the industries of the United States?

When has it ever been that a dozen men can meet in secret session, as they are doing to-night, to decide whether they shall withhold the food and fuel from those who are ready and willing to work for the support of themselves and their families?

If this is to be, then God save the Republic! I want the colleges to teach men that they shall govern themselves, and not be governed by a few men sitting in secret and usurping the government."

Yes, we must meet this question of *ignorance*, and remove it, or we must pay roundly for our failure to do this.

Let the House of Representatives pass the Blair Bill without delay.

\$77,000,000 in money would materially help the schools in all the States. The United States Senate, by vote, says it is worth while to reinforce the teachers to this extent.

What do the *four hundred thousand* teachers say to this recognition?

What are they doing to make it available?

Let us make a demand unitedly that the House of Representatives pass the Blair Bill without delay.



HON. JAMES L. PUGH.

U. S. SENATOR FROM ALABAMA.

"We cannot, by the good aid I of you shall borrow,

Err in bestowing it this way." —SHAK.

WHEN one reads without prejudice and with an honest desire to learn and to state the actual facts which exist for the passage of the Blair Bill, we commend to them statements like the following.

Senator Pugh says:

"My services on the Committee on Education and Labor for *five months*, enabled me to learn something of the public *necessity* for the aid proposed by the Blair Bill and the public demand for such an appropriation."

With this close and careful examination of the condition of the South, for *five months*, with every witness examined testifying to the necessity of this aid to enable them to educate the illiterates, Senator Pugh makes another plea for the passage of the bill.

He says further:

The able Senators who are committed to the power of Congress to make appropriations of the public revenue arising from the sales of the public lands to the support of common schools in the States, are forced to admit that no harm has resulted from the exercise of such power by Congress; no destruction of State rights; no centralization of all power in the General Government; no impairment of parental obligations to provide for the education of their children; no partisan or sectional text-books and histories; no mixed schools; no Federal usurpation of the jurisdiction of the States over their common schools.

On the contrary, the most valuable and lasting benefits have accrued from such Federal aid to education.

But when the same Federal Government offers aid to the same common schools from public revenue derived from taxation, it is urged that there is a total transformation.

The Federal Government at once becomes an object of suspicion and distrust as having an organized purpose to destroy the States and take control of their common schools under the guise of friendly aid, which is in fact charged as being nothing but bribery and ruinous usurpation.

In the case of the aid from land-money for the same purpose and on the same terms and conditions—all is lovely and serene, and over a half century of such aid works out the most gratifying results; but when the aid is offered from tax-money by the same Government to the same States on the same terms and conditions and for the same purpose, the cry of fire is heard, the fire-bells are rung; the incendiary is abroad; the call is, 'Wake up, my dear constituents, the enemy of your rights and liberties is at your door; he comes as a friend, with valuable gifts to your State for the education of your children; but he is a briber, a usurper. I implore you as your faithful and watchful Representative to spurn his offer and drive him from your door as a public criminal.'

Well; the plain common-sense people will inquire, how it is that this land-money has done good and caused no harm in half a century, and their tax money is to produce such widespread ruin and destruction?

The only answer he gets from his faithful sentinels on the watch-tower is, that it is constitutional to appropriate your land-money to support your common schools, but it is unconstitutional to appropriate your tax-money to the same uses and purposes.

Then the single question is, what is the difference between the power of Congress to appropriate land-money and the power of Congress to appropriate tax-money to support common schools?

* * * * *

The sole question, then, to answer

is whether the common school education under the exclusive and absolute jurisdiction, control and regulation of the State governments, as expressly conceded in the Blair bill, is a public object possessing, in its aggregated and associated effect and influence throughout the United States, such national importance as to bring these common schools fairly within the meaning of the descriptive words of the Constitution as objects deserving Federal Aid in order "to promote the general welfare?"

These common schools have been public objects of national importance and national solicitude from the foundation of the Government

Several hundred millions in money and public property have been contributed to their existence and support by the Federal Government under State management.

This national aid has been so continuing and so common that it has become an established practice of the General Government to treat common schools as objects of so much national importance that the States ought not to be allowed to carry the burden of supporting them alone by taxation of its own citizens.

THE UNION PACIFIC.

"A royal train, believe me."

—SHAK.

THE old pioneer route of "The Union Pacific R.R." from Omaha and Kansas City, to Ogden and San Francisco, will be generally chosen by those who attend the National Educational Association in San Francisco in July.

It is sure, safe, cool, quick—if you want to go "quick" with its "Express Flyer." Ten new and powerful locomotives have just been put on this line; a number of new passenger coaches; and the road-bed will be in prime condition.

The scenery as described by Benj. F. Taylor, and other Poets and Tourists, will attract not only the regular but the transient travel to such an extent that we advise—intelligently advise—an *early start*, with provision made to linger on the way amid the sublime scenery and the world's wonders encountered at frequent intervals all along the one thousand miles from Omaha and Kansas City through Colorado and Wyoming to Ogden.

Mr. J. F. Aglar, who has so long officiated as the Gen. Agent of the Union Pacific at 13 South Fourth St., St. Louis, in his quiet way has done a world of effective work to consummate and perfect all these arrangements to take the teachers to California and return them safely to their homes.

He will cheerfully and promptly give all the information desired by those who contemplate making this splendid trip from this section.

Drop him a card as above for circulars, time-tables, etc.



HON. H. W. BLAIR.

UNITED STATES SENATOR FROM
NEW HAMPSHIRE.

"A victory is twice itself
When the achiever brings home full numbers."
—SHAK.

THE passage of the Blair Bill by the United States Senate for the third time by a larger direct vote than ever before, must be as gratifying to the distinguished and heroic author of this beneficent measure as it is to a large majority of the voters of the United States who demand its final passage now by the House of Representatives. Every sentence of his great speech in closing the debates on this bill should be read by the people in order to get a clear and full understanding of the issues involved. We can only find room in this issue for the following extract.

Senator Blair said :

"I have here the last report of the Postmaster-General, and it seems that my poor people in New Hampshire, starving to death on the summit of Mount Washington, battling with the hardships of the climate, have to assist the people of Kansas. It seems that the State of New Hampshire is actually contributing to the postal necessities of Kansas and various other States the amount of near \$50,000 a year and has done so for a long time. In New Hampshire there was \$56,411 last year excess of postal receipts over expenditures. Massachusetts contributes to the postal system of the Western States \$1,074,577. The State of New York contributes almost \$3,000,000—\$2,922,000. Here is another State, Illinois, which contributes \$428,629, and so on. I do not complain of that. We are helping to educate the West, for the postal system is a great educating system. It is advocated by those who are taking these revenues from New Hampshire, New York and Massachusetts on the ground that it educates the people. So it does, and I would be willing, my people would be willing, to give

even more than they do beyond what is necessary to pay the expenses of the system in their own State.

Now, another illustration. Every year when there is not a veto we are called upon to contribute for the improvement of the rivers and harbors of the country. New Hampshire has a harbor to which there is no contribution of any consequence ever made, nothing in proportion to our taxation. We get but little. The Interior States get next to nothing, yet all pay their tax ; and can any one say it is a matter of indifference to me whether New York Harbor is improved, whether the coast shall be fortified and defended, whether anything necessary for the general welfare of this great country of ours be done? I have not learned my politics in this narrow and to my mind contemptible school. We shall not hold this country together another decade if the ideas which have been advanced on this floor for the defeat of this bill are to prevail.

I have no sympathy, Mr. President, with denunciation of the South. If the spirit is wanting, that is the greatest calamity of all ; but, sir, the spirit is not wanting. How do we act with the heathen? Do we withhold our missionaries and our means of enlightenment because the people do not want them? Nay, verily, Mr. President, we pursue just the opposite course for that very reason. If we were, as it is assumed here that we are, dealing with a heathen population at the South, for that reason pour in the money, pour it in from the National Treasury, pour it there in self-defense ; it is cheaper than another war.

Do you expect to hold this country together for twenty-five years longer upon the doctrines which have been advanced by Southern Senators upon this floor, who have advocated the very principles of secession to which they gave the best part of their lives? I tell you, Mr. President, that if the war did not accomplish the destruction of the doctrine which has been advocated here, there is another one coming.

We shall never reach this elemental difficulty until we give education to the masses of the people there, for I tell you to-day, whatever her Senators may say, a majority of the people of Texas want this bill.

A majority of the people of Kentucky would vote to-day for this bill. Wherever you give free suffrage, white or black, and show them this bill in any Southern State, in any State where their school privileges are lacking, they will vote for it.

Let this bill prevail in its provisions to such an extent as to give a thoroughly vitalized and fully extended system of common schools, throughout the South ; let it prevail for ten years and the old hide-bound aristocracy

which owned land and man alike before the war will disappear forever from the face of the earth.

One-half those Senators to-day are for this bill. They comprehend the signs of the times. They know that it is meant to accomplish something.

They understand that universal intelligence is to be the indispensable condition of universal citizenship in the future. These men lead their people. For them there is in the future a full assurance of hope."



PROF. THOS CRAWFORD.

SUPT. SCHOOLS, MALVERN, ARK.

"Natures of such deep trust,
We much do need"
—SHAK.

THE history and career of Prof. Crawford is like that of most self-made men.

Born in Ohio, he came West to join a land surveying party, and worked his way on and up until he entered the Illinois Wesleyan University at Bloomington, Ill.

While acting as County Commissioner near Springfield, Ill., he became acquainted with Hon. Newton Bateman, then State Supt. of Public Instruction. Dr. Bateman, in this, as he did in thousands of other instances with the young men who came in contact with him, gave young Crawford an upward and onward start by his inspiring words. We have even now before us a letter in which Dr. Bateman says :

"I know Thomas Crawford personally. I know him to be a good scholar. I know him to be a well qualified and successful teacher, and that he will disappoint no reasonable expectation."

We could wish that at some time the life and work of these two educators could be written, as Phillips Brooks says, "Arthur Standley wrote the life of Dr. Thomas Arnold, his teacher in the old school at Rugby, in such a way that the great master's fame has been set like a jewel, firm and bright, in the record of the nine-

teenth century ; and school teaching owes no little of its new dignity and attractiveness to that delightful book. It has added a name to history, and almost a new sister to the family of the high arts."

Not only the city of Malvern, but the whole State of Arkansas, is to be congratulated that they are able to secure and hold on to such a teacher.

Prof. Crawford finds the climate of Arkansas well adapted to his physical condition. Shattered and broken as he was by his four or five years of military service, he finds strength and relief in being near Hot Springs—as thousands of others have found these to be—if not the "fountain of youth," something nearly akin to what this is supposed to be.

Prof. Crawford lives, teaches and illustrates the fact that

"Truths serene,
Made visible in beauty, shall glow
In everlasting freshness, unapproached
By mortal passion ; pure amidst the blood
And dust of conquests ; never waxing old,
But on the stream of Time, from age to age,
Casting bright images of heavenly youth."

We speak too from a personal knowledge of the living, vital influence of a great multitude of young men and women who have been so fortunate as to be pupils of Prof. Crawford. They have been helped and inspired to larger views of life ; have been incited to higher aims and nobler purposes ; and many have, already, in various walks of life, achieved distinction ; who tell us of his kindly, strong, perpetual influence in changing their life purposes.

He can count a number of

"Those that from the deepest caves,
And cells of night, and fastnesses, below
The stormy dashing of the ocean waves,
Down, down, farther than gold lies hid,
Have nursed
A quenchless hope, and watch'd their time,
And burst
On the bright day, like wakeners from their graves."

Such is his career, such his character, such his teaching. Who can measure the end of such on-going influences !

WE appeal to students, who are not drones ; to Christian men and women who are not bigots ; and to citizens in every State, who are patriots and not demagogues—to examine for themselves the Blair Bill, and then they will be ashamed of the stupidity which characterizes its opponents who claim some new principle is involved in giving Federal Aid to States for Educational purposes.

THOSE who are familiar with the action, history and record of the Government, know that from its foundation down to this day, donations have always been made for educational purposes. It is stupidity to dispute this fact. Why then oppose the Blair Bill ?

OUR teachers are useful all the time in permeating society and civilization with light.

RECENT LITERATURE.

Mr. F. N. Judson, President of the St. Louis Board of Public Schools, has published in pamphlet his paper read before the Commercial Club. It is well written, and as a general statement of the school situation is well worth reading.

C. W. BARDEEN, of Syracuse, N. Y., has reproduced, in inexpensive form, "The Orbus Pictus of John Ames Comenius. This is an encyclopedic reading book, plentifully illustrated, which for a long period was known to every schoolboy. Its value in the history of pedagogy is testified to by Smith, Philobibulus, Quick, Payne, Gill, Browning, Compayre, Painter, Dittes, VonRaumer, and the Encyclopedia Britannica.

The enterprise of Mr. Bardeen cannot be too fully recognized, for the character of the book forbids the thought that its publication was undertaken as a merely money making enterprise.

It is evident that our teachers are no longer satisfied to rest content in ignorance of the aims, labors and successes of their predecessors, and Mr. Bardeen's venture shows that there are publishers willing to put within easy reach any book for an acquaintance with which there is a want.

GINN & Co. have added to their College Series of Latin Authors J. B. Greenough's "The Satires and Epistles of Horace." All the books belonging to this series are greatly in advance of the texts formerly in use, and they recognize the change in instruction which no longer sacrifices the literature to a study of formal grammar.

D. C. HEATH & Co. have published Mary F. Hyde's "Practical Lessons in the Use of English." It is a compromise between an English Grammar and a book for Language Lessons. Its distinctive feature is its use of the inductive method, which has come into favor as a reaction against mere memorizing. The author is to be congratulated upon retaining grammatical instruction as an element of importance.

GINN & Co., have published in admirable style Daniel Carhart's "Treatise on Plane Surveying." It aims to deal with the work of the practical surveyor, and the clearness and conciseness of its statements as well as the experienced judgment shown in the selection of topics, should commend the book to all who are studying the subject of which it treats.

"Harkness' Complete Course in Latin for the First Year" (D. Appleton & Co.) marks the changes which have taken place in Latin teaching—initiated at the St. Louis High School.

The merit of Mr. Harkness' work is that, as a sound scholar, he introduces the modifications without giving up the demands of sound scholarship. Latin, in public schools at least, could not with profit be taught from the academic standpoint. The academy taught with reference to a lifelong course of study, and required the pupil to be preparing for contingencies that might never occur; the public school insists upon equal soundness of scholarship, but requires in extent only such philological and grammatical knowledge as is needed at the time. The academy is a means to an end; the public school instruction is an end to itself.

JOHN C. BUCKBEE & Co., of Chicago, publish Welsh's "Lessons in English Grammar." The plan of the book is a great improvement upon that of the staple "English Gram-

mar." While not regarding this work as a final effort, we think its faults rather those of omission than those of commission.

GINN & Co. have supplemented "Gage's Physics" by "Gage's Introduction to Physics." These books are noticeable for beginning "a new departure," so that the instruction ceases to be didactic and becomes inductive. The execution of the book both editorially and typographically is consistent and excellent. We advise all teachers of Physics to procure a copy as an invaluable aid to any work that they may attempt.

The Popular Science Monthly for April indicates the possession of editorial ability as a family inheritance; and the publishers are to be congratulated upon the fact that there was left a Youmans to carry on the work of E. L. Youmans. College Athletics and Physical Development; Huxley's Struggle for Existence; Fieles Superstition; The Present Status of Mineralogy, may represent the topics of interest to the general reader.

The Forum's suggestion of topics now occupying the public mind is shown by its table of contents. Civil Government and Papacy; The Hysteria of Sectional Agitation; The Union of English-speaking Peoples; Cerebral Localization; The Dawn of Electricity; Creed, Craft, and Cure; The Tenement-House Problem; Socialism and the Catholic Church; The Element of Life in Fiction; Could Mr. Blaine Carry N. Y.? Dr. Austin Flint's contribution to the topic What Shall the Public Schools Teach? This last article is the soundest and most temperate of the contributions thus far, and urges a reasonable attention to physical development.

The Century for April is full of interest to the readers of current literature. An illustrated article, "From Dan to Beersheba," "The Round up" (in ranch life), "The Russian Penal Code," "Works of Elisha Mulford," "Abraham Lincoln," and "The American Inventors of the Telegraph," will substantiate the statement. Beautiful short poems abound: Abby D. Hinckley's "Motherhood," Louise Vickroy Boyd's "The Realm of Revierie," Julie C. R. Dorr's "Surprises," Edith M. Thomas's "Thefts of the Morning," and Hopestill Goodson's "Loves Imagining." Thomas Nelson Page adds to his reputation by his "Marse Phil," and S. P. Cheney opens a new lead in his beautiful sketch, "Bird Music."

A Dollar Bill

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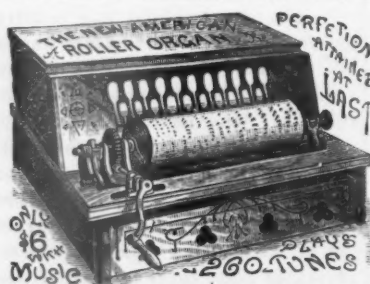
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Furthermore, every trial year subscriber, for either of the papers will receive free by mail our new 100 pattern Stamping Outfit. Trial year subscribers will be glad to receive either of the papers as follows: 1 subscription and 1 outfit, 33 cents; 2 subscriptions and 2 outfits, if sent at one time, 55 cents; 4 subscriptions and 4 outfits, if sent at one time, \$1. For \$1 send a dollar bill, but for less, send 1-cent postage stamps. Better at once get three friends to join you, at 25 cents each; you can do it in a few minutes and they will thank you; papers will be mailed regularly to their separate addresses. While trial year subscribers are served for much less than cost, it proves the rule that a very large proportion of all who read either paper for a year, want it thereafter, and are willing to pay the regular price of 75 cents a year; through this, as time rolls on, we reap a profit that satisfies us.

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